

## Communique

# Peoria Transition Local Community of Practice



**Meeting Location:** Peoria Unified District Administration Center  
6330 W. Thunderbird Rd, Glendale, AZ 85306

### OUR PURPOSE

*To improve the transition experience for youth with disabilities in our local community through ongoing collaboration, coordination and development of transition services and resources.*

### CORE TEAM MEMBERS

Leslie Johnson, DDD  
Employment Specialist

Christopher Morris, ATC  
Teacher Lead

Linda Rudd, PUSD Transition  
Coordinator

Melissa Wojtak, PUSD VR-TSW  
Teacher Coach

Ellyn Taylor, RSA/VR  
Supervisor

Tim Threadgill, Mercy Maricopa  
Transition Coordinator

Doreen Cofield, DDD Adult Unit  
Supervisor

Sandy Tiller, DDD Child Unit  
Supervisor

Shelly Thome, ESS Guidance  
West-Mec

Julie Nevarez, GCC DRC  
Specialist

Jason Cowles, Teacher RSK  
ABLE Program

**Meeting Attendance:** Chris Morris, Linda Rudd, Doreen Cofield, Sandy Tiller, Shelly Thome, Julie Nevarez

**What We Did:** *(Taken from the “next steps” in last communique)*

Check-in and updates from the field; Question/Answer

**What We Learned:** *(Aha’s that readers will learn from also)*

- Updates from West-MEC > Will work to identify students with IEPs/504 in the Spring shortly after students are accepted. Will request IEPs from teams and compare accommodations with allowed accommodations in program of study and/or certification for program of study. Will meet with IEP team to review accommodations and discuss how this may impact student’s ability to meet certification guidelines.
- West-MEC is currently review student progress for PUSD students that are also VR clients as requested
- Questions about Re-Determination for DDD > This process can begin between the ages of 17 and 18. Do not have to wait until after youth is 18 years old. Students only have to re-apply for ALTCS if they are not eligible for DDD at re-determination.
- Discussion about testing and re-determination – does DDD require an updated or current IQ test or will they accept school ID diagnosis based on “existing data” or prior identification (for instance, last IQ test was in 8<sup>th</sup> grade). > At this time, it does not appear that current testing on adult norm-referenced IQ tests is required. DDD has accepted documentation of eligibility for ID and copies of the IEP to determine eligibility. This must include evidence the student has an intellectual disability AND functional limitations in at least 3 of the 7 areas.
- Discussion about testing and eligibility for Disability Services at GCC > Maricopa Community Colleges does require updated testing. IQ tests must be adult norm referenced. If student does not have a psychoeducational report with current assessment, students may receive provisional services/eligibility for one semester but must seek an outside evaluation. Parents/students will have to pay for this evaluation. GCC may refer to VR which may support provide this service. **(SEE ADDED NOTES BELOW)**

*Cont’d next page*

- GCC is changing course assignment process > student's will no longer be required to take the Accuplacer to enroll in college level courses. Recommendations for "Developmental" classes will be based on the student's transcript review, but they are not required to follow this. Student's may enroll at will in Eng, Rdg, and Math 1<sup>st</sup> year college level classes. (**SEE ADDED NOTES BELOW**)
- DVUSD/PUSD discussed compliance vs. best practice > School districts are only required to assess for eligibility. If there is sufficient data to continue eligibility, we cannot require psychologists to do updated testing, no matter the postsecondary plan. This would be a "best practice" but not a compliance requirement. Some teams wish to not test for fear the student will no longer meet the "discrepancy" for LD eligibility. However, the regulations have been updated to allow for other methods and use of data to determine LD but many psychs and/or districts have not adopted the new practices.
- Shelly (West-MEC) rep shared > in her prior district (high school only district), it was standard practice to assess all students the senior year. DVUSD/PUSD explained that unified districts, that more often have the responsibility of initial evaluation/diagnosis, are burden by this responsibility and more resources are dedicated to the elementary schools than high schools.
- PUSD shared Pre-ETS Parent Information Night info.
- DVUSD asked GCC about ID programs > nothing in the works at this time.
- PUSD asked question about full time attendance at DTAs > Can DTAs require full-time attendance? DDD explained that DTAs can have any policy they desire. Recommend student sign up for full time and be aware that there is not policy against "calling out" for a day.

UPDATE FROM JULIE NAVEREZ – GCC – ADDED 10/15/18

*I would like to add the following to your notes on our documentation policy and the change to placement testing:*

**MCCCD documentation guidelines:**

*Students requesting accommodations must provide documentation of their disability. Documentation consists of an evaluation prepared by a trained and qualified professional that identifies:*

- *current level of functioning*
  - *current documentation*
  - *all standardized testing must use adult-normed instruments*
  - *age of the documentation may vary for some disabilities, provided the presence of a substantial limitation(s) is adequately established*
- *how the disability impacts the student's learning*
- *contain information supportive of the student's request for specific academic support, auxiliary aids, and accommodations*

**Placement Testing:**

*MCCCD is implementing the use of high school GPA for placement in Spring 2019 classes. New students with a GPA of 2.6 will go directly into college-level courses. New students with a GPA of 2.59 or lower may choose to take a [placement test](#) to demonstrate their proficiency, which may not be accurately reflected by their GPA.*

**What We Completed:** *(What was completed, finalized or consensus was achieved on actions taken)*

- PUSD will forward Pre-ETS hand outs and vendor list to the group.
- Recommended Julie, from GCC, check out Think College to spark ideas about what GCC could do to offer programs for ID students in the future.
- PUSD will get the name of the IQ test normed for ages 3-94 and inquire with GCC if this test is accepted, even if last administered in 8<sup>th</sup> grade.

**Next Steps:**

**Questions for GCC:** Will Accuplacer still be required for High School students to take Dual-Enrollment courses while in high school?

Action Item	Person	Deadline
See above		

**Critical Questions or Feedback wanted from KEY or EXTENDED Partners:**

(please send responses to [peoriatransitionlcp@gmail.com](mailto:peoriatransitionlcp@gmail.com) )

Key Advisors	Extended Partners
Nancy Williams, PUSD, Assistant Special Education Director.	Colleen O'Sullivan, DDD Support Coordinator – Children's unit

## CORE TEAM MEMBERS

Andi Asel, ADE Transition Specialist
William McQueary, ADE Community of Practice Coordinator

## CONSENSUS

## A two-tiered approach

The core team will work toward unanimous consensus on every issue.

If not a unanimous consensus, the group will use a supermajority vote.

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